[](http://www.google.com/url?sa=i&source=images&cd=&cad=rja&docid=glEs_ERCriFFzM&tbnid=Ti9Jebw2KjaQVM:&ved=0CAgQjRwwAA&url=http://doblelol.com/16/making-funny-pictures-online.htm&ei=FspmUs-TCeeayAGnnYHYBA&psig=AFQjCNF9NHEEH-6fe1nWEX36-EYyLINKlA&ust=1382554518217641)**Whitefish Bay Mentor Support Forum**

**The Making of a Mentor**

**November 11, 2013**

Welcome! As you enter today, please be sure to take five sticky dots and place them on our Mentor Needs Assessment chart posted on the wall.

**Agenda**

Connecting Who are some Mentors who made a difference? 3:45-3:55

* Take a walk down memory lane and look at the people who have impacted you and helped to make you the mentor you are today. (pg 2)
* Share these memories with people at your table- look for any common traits.

Reviewing- Who are we as Mentors? 3:55-4:10

* Using a highlighter, take a look at the Characteristics of an Effective Mentor (p. 3)
* Mix-Pair-Share ( 2 minutes, 1 minute, 30 seconds) Share your highlighted characteristics

Self-assessment/ Goal Setting- Who do I want to be as a Mentor? 4:10-4:20

* Independently self-assess, using the Mentor Role Self-Assessment tool (p. 4-6)
* Using the Personal Vision Statement form, set some goals for yourself in the next few months of your mentoring practice. (p.7)

Supporting our Mentor Community 4:20-5:05

* Focused “Problem Pose/ Problem Solve”
* Triad conversations/ teamwork to support one another

Managing

* Differentiation half day workshop December 3, 2013
* Next Mentor Support Forum Wednesday, January 15, 2014

Closing

* 3-2-1 Reflection (p.8)

**Your Past Mentors**

Chances are you've had mentors in the past and possibly didn't realize it at the time. This activity invites you to look back on your life to identify past mentors and give thought to what characteristics each person possessed that helped   
establish a mentoring relationship and what behaviors you exhibited that made the mentoring stick.

Think back on various stages of your life and remember those individuals who had a unique and important impact on   
your life. One question you can ask yourself to help you focus is: "If I hadn't met \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, how would I have learned\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?" Some "types" of people to think about are: teachers, coaches, counselors, friends, relatives, supervisors, and co-workers.

Complete the table below to get a better idea of how your personal development has been enhanced by mentors, whether or not the relationship was officially recognized as mentoring.

|  |  |  |
| --- | --- | --- |
| **Mentor's Name** | **How Mentor Helped Me** | . **What Characteristics My Mentor  Possessed that Helped Me Grow'** |
|  |  |  |
|  |  |  |
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[**http://www.brockport.edu/leadership/Fuli**](http://www.brockport.edu/leadership/Fuli) **mentoring workbook for PDF link.pdf**

**Characteristics of Effective Mentors**

**Professional Experience and Effective Practice**

* Is recognized as an exemplary teacher and professional role model by colleagues,   
  administrators and the community.
* Collaborates withal members of a school community, shares ideas, follows through with   
  responsibilities and affects positive change.
* Reflects on own practice, invites feedback and establishes and open environment for others   
  to observe effective instructional practices.

**Effective Interpersonal Communication Skills**

* Listens attentively and asks questions that prompt reflection and understanding.
* Respects confidentiality and is able to maintain a trusting, professional relationship.
* Offers feedback with the intention to move teachers' practices forward for increased student learning.

**Professional Characteristics**

* Demonstrates a strong passion and commitment for professional growth and learning.
* Believes mentoring improved instructional practice for both the mentee and the mentor.
* Displays an understanding of the beginning stages of teacher development and its impact on student learning.
* Is willing to engage in training and study to increase the effectiveness of mentoring and coaching skills.
* Believes in the value of, and is willing to engage in, the formative assessment process with beginning teacher through reflective conversations and non-evaluative observations based on assessment evidence.
* Is willing to suspend one's own views in order to support a beginning teacher in reaching autonomy.

Compiled from the following sources:

New Teacher Center ninth National Symposium 2007, Center for Strengthening the Teaching Profession 2005

Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers 2009   
The NEA foundation: Crating a Teacher Mentoring Program 2001

**Mentor Role Self-Assessment**

Mentor, here is an opportunity to assess yourself on the six factors discussed during your training on evaluating your mentoring partnership. Take a few minutes and try to rate yourself as you *actually are,* not as you'd like to be. Consider sharing the results with one of your own mentors. You may or may not wish to share the results with your mentee; that's up to you.

A similar role self-check is provided to your mentee. In fact, your mentee may choose to show you his/her assessment and ask for your opinion of its accuracy. The two of you could use either assessment as a tool for talking about the nature and quality of your relationship and how it could be even better.

Directions: For each item, rate yourself as follows:

1 = Strongly disagree 3 = Agree  
2 = Disagree 4 = Strongly Agree

**Purpose**

\_\_ This mentoring relationship is a high priority for me.

\_\_ Finding mentees/being a responsible mentor is one of the most important steps I

can take in this relationship.

\_\_ I've asked my mentee to clarify why he/she wants to meet with me.

\_\_ I've asked my mentee to propose one or more goals to work on in this

relationship.   
\_\_ My mentee and I are clear on how we'll recognize when he's/she's reached the

goal(s).   
\_\_ I feel good about the focus of this relationship and what I'm doing in it.

\_\_ This relationship is a good use of my time.

\_\_ From time to time I check in to see if we should change our focus in some way.

\_\_ Once my mentee has accomplished his/her goal(s), I'm willing to see the relationship shift focus or perhaps end for the time being.

**Communication**

\_\_ I communicate in the ways (in person, phone, email, mail) we agreed.   
\_\_ I get back to my mentee within the timeframe we agreed.

\_\_ The communication between us adds up to at least one or two hours a month.

\_\_ Occasionally, I spontaneously contact my mentee just to say hello or pass on some information.

\_\_ I'm an effective listener and remember what my mentee tells me.   
\_\_ I ask appropriate questions.

\_\_ I share appropriate information about myself.

\_\_ I monitor my nonverbal language to be sure it's conveying what I want it to.   
\_\_ I give my mentee suggestions for how he/she can communicate better.

\_\_ I work on being a better communicator.

**Trust**

\_\_ I've talked about the topics of trust and confidentiality with my mentee.   
\_\_ I'm beginning to trust my mentee more and more.

\_\_ I'm becoming less guarded than when we first got together.   
\_\_ I share important information about me with my mentee.   
\_\_ My mentee seems to be trusting me more and more.

\_\_ I welcome and keep in confidence the information he/she shares with me.   
\_\_ My mentee can count on me to be honest.

\_\_ He/She can count on me to follow through on my promises.

\_\_ I avoid any trust-breaking behaviors such as canceling appointments without compelling

reasons, talking negatively about others, or making excuses about why I don't follow through.

\_\_ I'm willing to forgive some mistakes my mentee makes because my trust in him/her is   
strong.

**Process**

\_\_ I ask my mentee to take responsibility for scheduling our meetings.   
\_\_ I like all or most of our meeting locations.

\_\_ I've checked to be sure my mentee likes our meeting locations.   
\_\_ I like the length of our get-togethers.

\_\_ I've checked to be sure my mentee likes the length of our get-togethers.   
\_\_ I'm satisfied with the way we conduct our meetings.

\_\_ I've checked to be sure my mentee is satisfied with how we conduct our meetings.   
\_\_ I'm aware of the four stages of formal mentoring.

\_\_ I'm helping us move through these four stages.

\_\_ I've checked to see if my mentee likes the style and frequency of our communications.

**Progress**

\_\_ My mentee has one or more specific goal(s) to work on with my help.   
\_\_ I make it easy for my mentee to ask for help.

\_\_ I ask my mentee to take the lead on identifying interesting learning experiences to try.   
\_\_ I sometimes suggest learning experiences for my mentee.

\_\_ I ask my mentee do at least one learning activity in between our mentoring meetings.   
\_\_ I ask for the results of his/her learning and discuss it with him/her.

\_\_ Since starting to meet with me, my mentee has made significant progress toward goal(s).   
\_\_ I'm making notable progress in my ability to mentor.

\_\_ I'm helping my mentee learn more about being an effective mentee.   
\_\_ I help my mentee celebrate their/our progress.

**Feedback**

\_\_ I asked my mentee how and .how often he/she wants positive feedback.   
\_\_ I provide enough positive feedback to my mentee.

\_\_ I asked my mentee how he/she wants corrective feedback.

\_\_ I give my mentee positive feedback about his/her actions and personal qualities   
\_\_ I give my mentee enough corrective feedback.

\_\_ I graciously receive positive feedback from my mentee.

\_\_ I encourage my mentee to show appreciation to me and other helpers.

\_\_ I asked my mentee to give me corrective feedback about my mentoring efforts.   
\_\_ When I receive corrective feedback from my mentee, I'm usually non-defensive.

\_\_ When I receive corrective feedback from my mentee, I take immediate steps to apply it.

**Personal Vision Statement Worksheet**

|  |
| --- |
| These are the main things that motivate me and bring me personal and  professional satisfaction: |
| My greatest strengths/abilities/traits/things I do best: |
| At least two things I can start doinq/do more often that use my strengths,  etc.: |
| This is my **Personal Vision Statement:** |

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**Mentoring Reflection- November 2013**

3 Things that are working in my mentoring practice this year are:

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•

•

2 Concerns I have about *mentoring/my mentee* the mentoring process are:

•

•

1 Question I have or something I feel I need for the future is:

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